

AP[®] EUROPEAN HISTORY
2009 SCORING COMMENTARY (Form B)

Question 1

Sample: 1A

Score: 8

The thesis in this essay is clear and specifically addresses both the causes of and responses to the 1968 crisis. The essay effectively uses 11 of the 12 documents in substantiating the thesis, with no major errors in interpretation. The essay uses Documents 4 and 12 in two different ways. There is substantial analysis of point of view (POV) in individual documents discussed as well as an understanding of POV in Documents 3, 6, 4, 11, and 12. The consideration of POV provided for Documents 3, 6, and 12 is particularly good. The essay contains four distinctive groupings.

Sample: 1B

Score: 5

The thesis in this essay is stronger on the causes of the 1968 crisis than on the responses to it but does address both parts of the question. The essay uses a majority of the documents (2, 3, 4, 6, 7, 11, and 12). Although the student cites Document 1 in the introduction, it is not used explicitly. In the next-to-last paragraph, the student uses both Documents 11 and 12 but cites (with a number) only Document 11. The essay includes one misinterpretation (Document 3). Point-of-view analysis is provided for Documents 2, 6, and 11. The essay earned a score of 5 because it received basic core points 1 through 5, but not 6 (for groupings).

Sample: 1C

Score: 2

The thesis in this essay is barely acceptable; it addresses ineffectively both causes of and responses to the 1968 crisis. The essay cites only four documents, which was not sufficient to allow it to earn basic core points 2, 3, and 4. The essay delineates only two groups. The analysis of point of view is acceptable in Documents 4 and 5, and there is just enough consideration of POV for Document 7 to have enabled the essay to earn basic core point 5 for POV.

AP[®] EUROPEAN HISTORY
2009 SCORING GUIDELINES (Form B)

Question 1—Document-Based Question

Analyze the causes of and responses to the 1968 crisis in France.

BASIC CORE: 1 point each to a total of 6 points

- 1. Provides an appropriate, explicitly stated thesis that directly addresses all parts of the question. Thesis must not simply restate the question.**

The thesis must make some effort to address both causes and responses with some degree of specificity (beyond general analytical categories). The thesis must suggest a minimal level of analysis or context drawn from the documents, though a student does not necessarily need to use both the terms “causes” and “responses” explicitly. The complete thesis need not appear in the first paragraph.

- 2. Discusses a majority of the documents individually and specifically.**

The student must use at least seven documents—even if used incorrectly—by reference to anything in the box. Documents need not be cited by number or by name as long as the student makes clear which source is being referenced.

- 3. Demonstrates understanding of the basic meaning of a majority of the documents (may misinterpret no more than one).**

A student may not significantly misinterpret more than one document. A major misinterpretation is an incorrect analysis or one that leads to an inaccurate grouping or a false conclusion.

- 4. Supports the thesis with appropriate interpretations of a majority of the documents.**

The student must use at least seven documents correctly, and the documents used in the body of the essay must provide support for the thesis. *A student cannot earn this point if no credit was awarded for point 1 (appropriate thesis).*

- 5. Analyzes point of view or bias in at least three documents.**

The student must make a reasonable effort to explain why a particular source expresses the stated view by:

1. Relating authorial point of view to author’s place in society (motive, position, status, etc.) OR
2. Evaluating the reliability of the source OR
3. Recognizing that different kinds of documents serve different purposes OR
4. Analyzing the tone of the documents; must be well-developed

Note:

1) Attribution alone is not sufficient to earn credit for point of view.

2) It is possible for students to discuss point of view collectively, but this counts for only one point of view.

- 6. Analyzes documents by explicitly organizing them in at least three appropriate groups.**

A group must contain at least two documents that are used correctly and individually.

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Question 1—Document-Based Question (continued)

Expanded Core: 0–3 points to a total of 9 points

Expands beyond the basic core of 1–6. The basic score of 6 must be achieved before a student can earn expanded core points. Credit awarded in the expanded core should be based on holistic assessment of the essay. Factors to consider in holistic assessment may include:

- Has a clear, analytical, and comprehensive thesis
- Uses all or almost all of the documents (11–12 documents)
- Uses the documents persuasively as evidence
- Shows understanding of nuances of the documents
- Analyzes point of view or bias in at least four documents cited in the essay
- Analyzes the documents in additional ways (e.g., develops more groupings)
- Brings in relevant “outside” information

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Question 1—Document Summary

Document 1: Chart, “French University Enrollment, 1945–1968.”

Shows rapid university enrollment increase (from circa 125,000 students in 1945 to circa 550,000 students in 1968).

Document 2: Georges Marchais, leader of the French Communist Party, *L'Humanité*, Communist Party newspaper, May 3, 1968.

In Communist Party newspaper *L'Humanité*, Marchais says that “pseudo-revolutionary groups” are leading demonstrations of workers and students and detracting from the goals of the French Communist Party.

Document 3: Geneviève Schweitzer, reporter for the conservative newspaper *Le Figaro*, May 5, 1968.

Causes of “exasperation” and demonstrations is “anxiety” students feel “about their future” because of “overflow of students” in the university and because education is irrelevant to the values of contemporary society.

Document 4: Workers' solidarity pamphlet #39, date unknown.

Unemployment is high; many workers remain poorly paid despite the rise of real wages; trade union membership is down (to 3 million people compared with 7 million people in 1945); large manufacturers are able to ignore unions.

Document 5: Cartoon, Leftist publication, May 1968.

Shows students overturning traditional France (Liberty, judge, military, police, priest, communist) while riot police flee. Placards read “Riot Police are Nazis,” “Examinations are Repressive,” and “Solidarity with Workers.”

Document 6: Janet Flanner, foreign correspondent, “Paris Journal,” *The New Yorker*, May 9, 1968.

Sorbonne closed down, unarmed and lightly armed students began “roaming the streets” and building barricades, coming into conflict with more heavily armed riot police. Police used tear gas, students threw Molotov cocktails, and cars were set on fire.

Document 7: Student slogans shouted in street demonstrations, May 1968.

“Professors, you and your culture are outdated.” “We refuse to be the future cadre of capitalist exploiters.” “De Gaulle, assassin!” “De Gaulle, resignation!”

Document 8: Edgar Morin, sociologist, in the politically moderate newspaper *Le Monde*, May 22, 1968.

Communist Party reformism meets needs of many workers, but not young workers. Students and workers in revitalized “extreme leftist movements” take out anger on the Communist Party.

Document 9: Poster created by the Atelier populaire (People's Workshop), a left-wing student group, May 1968.

“Factories, Universities, Union.”

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Question 1—Document Summary (continued)

Document 10: Jean-Jacques Servan-Schreiber, editor of the weekly newsmagazine *L'Express*, May 31, 1968.

The anti-Gaullist editor welcomes riots, which are caused by “the rapid acceleration of intellectual change” and “rigidity of traditional structures.” Structures are most rigid in France because under Gaullism “[t]here was no dialogue between unions and industry, between industry and executive powers.”

Document 11: President de Gaulle, television speech to supporters immediately following the Gaullist election victory, June 7, 1968.

France is threatened by dictatorship of communists, but “[p]rogress, independence, and peace will prevail along with liberty. *Vive la France!*”

Document 12: President de Gaulle, interview on French national television following the Gaullist election victory, June 11, 1968.

Students’ anguish is natural, understandable in “modern, mechanized consumer society.” They lack an ideal and are thus misled by groups that have no better plan but “delight in negation, destruction, violence, and anarchy. . . .”

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like "Factories, Universities Union" in order to show the combined efforts against the government (doc. 9). Finally, according to President de Gaulle, the students had ~~caused~~ begun the crisis because of "the anguish of youth of the students, which is infinitely natural in today's modern, mechanized consumer society..." (doc. 12). In France, the university students were seen as partly the reason for the beginning of the crisis, due to their ~~own~~ anxiety ~~to~~ towards the future, dislike of repression, and anguish of their youth. They responded by creating slogans and posters and continuing the crisis.

The students were not alone in their fight; in fact they were joined by the ~~workers~~ workers of France. The workers were also against ~~the~~ the French situation at the time, especially due to their economic situation. For example according to a workers' solidarity pamphlet, most of the working class in France were suffering from low pay, despite foreign trade being tripled (doc. 13). The pamphlet ~~was~~ states this because it was created to express the opinion and needs of the workers, and therefore states these facts clearly, workers were upset with their low pay. Another cause of the crisis was the workers' response to the outcry of the students. According to Edgar Morin, a sociologist, the workers "responded ~~to~~ to the ~~government~~ students' passionate call to revolt." (doc. 14). Morin stated this in a newspaper article, and would therefore assess the situation as he saw it from the socialist's view of the situation, allowing him to ~~draw~~ draw the conclusion that the ~~workers~~ workers responded to the students. It is evident that the workers caused part of the riots because of

their struggle against low pay, and responded to the beginning of the riots by the students by helping out the students and working with them.

Another group of people that held opinions towards the crisis was the revolutionaries, including the communists and ~~collectivists~~ Leftists. According to Georges Marchais, leader of the French Communist Party, ~~the French Communist Party~~ his party was the most qualified to support the demands of the workers (Doc. 2). As the leader of such a party, Marchais would share this opinion because of his support for his party; also, he stated this in a Communist Party newspaper, which means that he intended this thought for other Communists. The Communist Party responded to the riots by ~~and~~ considering themselves the most qualified to assist the participants, specifically, the workers. In a Leftist cartoon, the workers and students are depicted as successful in overthrowing the government (Doc. 5). The Leftists clearly thought that the rioters would succeed, and that their reasons for starting the riots were ~~legitimate~~ legitimate.

The final group of people involved in the crisis that formed opinions on the situation was the government. According to President de Gaulle in a ~~few~~ television speech to his supporters, France was subject to falling to communism during the time of the riots. (Doc. 12) Because he was giving a ~~speech~~ televised speech to his supporters, de Gaulle would most likely say things that his supporters would want to hear from him, in order to keep popular support. The speech shows that the government believed it was possible that communism might

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Write in the box the number of the question you are answering
on this page as it is designated in the exam.

France
take over ~~France~~ if the riots were still ongoing. Also, in an interview for national television, de Gaulle also said that the riots had been provoked by a group of people who wanted ~~negative~~ things like destruction and violence in France (Doc. 12). Again, because this interview was televised, de Gaulle would want to explain what he wanted all of France to hear, and would therefore state his opinion in this manner. ~~It is clear that~~ the government responded to the riots through advertising their concern to the other people in France, discussing how France could grow more.

The riots of 1968 in France involved many groups of people and their opinions, as well as their responses. The groups involved were the students, the workers, the revolutionary groups, and the government. All groups gave their opinions and responses to the crisis, leading to change ~~in~~ France to make the country it has become today.

Write in the box the number of the question you are answering on this page as it is designated in the exam.

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There were numerous causes to the 1968 crisis in France. Charles de Gaulle had been controlling the government since ten years now but problem of low pay ~~had~~ made the workers and universities come out of their houses and rebel ~~and~~ against the situation. 1968 was a time of well education for students and it was a time when students wanted to actively take part in the country situations (Doc 1). But in the end everybody had a different response to the 1968 crisis in France based on their different beliefs.

Document 4 is written by an unknown written by the ~~the~~ working class of France and this talks about the suffering of the working class because of low wages. It talks about how even though the ~~the~~ country's ~~for~~ foreign trade have tripled the working class suffers from low pay. But because the date of this is unknown it is hard to believe the information listed in this is valid and not just over-exaggerated. The students ~~over~~ views were extremely harsh as well blaming their professors for their methods (Doc 7).

Geneviève, a reporter from the conservative newspaper ~~that~~ believes that the students ~~the~~ in universities themselves don't adapt to the teaching. This conservative reporter basically wants to take the blame away from Charles de Gaulle (Doc 3). He insists that this is the

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Write in the box the number of the question you are answering on this page as it is designated in the exam.

fault of an entire society and not just Charle's conservative methods.

Georges Marchais, leader of the French Communist Party (Doc 2) believes that ~~these~~ this crisis is serving in the interest of the Conservative Gaullist regime. He ~~but~~ cares solely for his own party and thinks that people should actually support their Communist views. He even states in his document that the Communist Party "is the best defender of the immediate demands of manual and intellectual workers."

The views of a neutral candidate differ even more so. Janet Flanner, a foreign correspondent, explains the scene of the outbreak. She effectively describes how the students were dressed and what crimes they were committing. This article coming ~~to~~ from ~~a~~ a neutral party it is easy to say that there is very ^{little} bias in this (Doc 6).

Charles de Gaulle himself states that ~~the~~ the real villains in this equation are the Communists (Doc 11). Obviously he is trying to support his Conservative method and blaming the situation on the opposition which is the Communist Party. There is also ~~bias~~ bias in this because Charle ~~re~~ doesn't talk about the unjust ways of his methods. He does not talk about the immediate problem ~~these~~ (University students

and workers causing havoc). Although this might be a part of the article and its ~~not~~ unsure if Charles speaks ~~of~~ the problem at hand. Even in Document 11 Charles de Gaulle does not take the blame of the situation ~~and~~ ^{on} himself and his party. He keeps blaming the crisis on the ideology of the society and other potential ~~for~~ threats, such as the Communist Party.

Even though the crisis developed because of that one cause of low pay everybody had their own opinions on it. ~~It~~ It was the opinion centered around their beliefs. ~~The~~ The opinion centered around their individual way of thinking. "It is the truth only for you. For all other people it is just an opinion." The opinion centered around their very own interests. "It is the truth only for you. For every body else it is just another opinion."

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By 1968, President Charles de Gaulle and his conservative supporters had controlled the French government for ten years. From May 1968, workers and students' complaints piled up and were about to explode. For students, as more and more students entered university, "the anxiety they feel about their future and the insufficient adaptation of teaching to their lives" contributed to students' anger. (Doc 3) Workers were also angered by issues within factories. As these complaints piled up and when they finally exploded, the 1968 crisis ~~or~~ occurred in France. ~~Both~~ ~~students and teachers~~ The 1968 crisis was caused by both students and teachers and followed by ~~both positive and negative~~ responses from the media.

Workers were angered by ~~the conditions~~ their factories' conditions. For instance, in a workers' pamphlet it stated, "large sections of the working class are still suffering from low pay" and listed some examples to prove the claim. (Doc 4) However, this could have been exaggerated because a pamphlet is supposed to appeal to its audience. Doc 5's publication also portray the workers as heroes and the riot police as Nazis. (Doc 5). Again, this illustration might have been exaggerated to appeal to the audience.

Students also were angered due to conditions at their universities. For instance, ~~that~~ when they protested against the govern-

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ment, they shouted out, "PROFESSORS YOU AND YOUR CULTURE are outdated. We refuse to be the future cadre of capitalist exploiters. Go Stalin, Comrade!" (Doc 7). This shows how the students were against their universities' systems. However, the students might have done this